Pathways to Potential Program Report

(FY 2021 Appropriation Act - Public Act 87 of 2021)

March 1, 2022

Sec. 809. (1) The purpose of the pathways to potential program is to reduce chronic absenteeism, increase graduation rate, and decrease the number of students who repeat grades for schools that are current or future participants in the pathways to potential program. Before any deployment of resources into a participant school, the department and the participant school shall establish performance objectives for each participant school based on a 2-year baseline prior to pathways to potential being established in the participant school and shall evaluate the progress made in the above categories from the established baseline. By March 1 of the current fiscal year, the department shall provide to the senate and house appropriations subcommittees on the department budget, the senate and house fiscal agencies, and the senate and house policy offices a report listing all participant schools, the number of staff assigned to each school by participant school, and the percentage of participating schools that achieved improved performance in each of the 3 outcomes listed above compared to the previous year, by each individual outcome. It is the intent of the legislature that after a 2-year period without attaining an increase in success in meeting the 3 listed outcomes from the established baseline, the department shall work with the participant school to examine the cause of the lack of progress and shall seek to implement a plan to increase success in meeting the identified outcomes. It is the intent of the legislature that progress or the lack of progress made in meeting the performance objectives shall be used as a determinant in future pathways to potential resource allocation decisions.

(2) As used in this section, "baseline" means the initial set of data from the center for educational performance and information in the department of technology, management, and budget of the 3 measured outcomes as described in subsection (1).

Pathways to Potential Program Report

Pathways to Potential Overview

The Michigan Department of Health and Human Services (MDHHS) program Pathways to Potential began in 2012 as a unique approach to the delivery of human services. The Pathways approach targets five outcome areas: attendance, education, health, safety, and self-sufficiency. The program also relies on a number of support networks and partnerships to wrap around children and families to help them succeed.

This program stations MDHHS caseworkers, called success coaches, in local schools. The success coaches serve the entire school as they work with students and families that are currently receiving assistance through MDHHS as well as those that are not. These success coaches work closely with school principals, social workers, attendance agents, and teachers to monitor attendance and address barriers to attending school when they arise. Barriers can be as simple as a lack of a school uniform or an alarm clock, or as complex as a caregiver suffering from severe mental health issues and facing imminent homelessness.

The Pathways to Potential program approach is based on three critical elements to help students and families reach their greatest potential:

• Go where the client is located. By going into the communities where our clients live and go to school, our Pathways to Potential success coaches gain a greater understanding of the barriers that are preventing clients from reaching their greatest potential. Working together in the community puts clients and their family members at ease. Success coaches build trust with clients, so they will disclose challenges before they become barriers that prevent them from reaching their goals of independence.

• Work one-on-one with families to identify and remove barriers and connect them to a network of community services. It is not effective or sustainable for a family to only be involved with MDHHS on the road to reaching its greatest potential. For that reason, success coaches connect families to entire networks of support, so each member has the long-term support they need to reach their goals. Whether it's an algebra tutor for a student in the family or a referral to the Michigan Works! agency for career training for a parent, we work with the entire family to build ties to community resources that stay in place long after a family has finished working with MDHHS.

• Engage community partners and school personnel in our efforts to help families find their pathway to success. In our effort to link families to entire networks of services, we also help schools and community organizations connect with families. By building on relationships with families established through our work in the community and schools, we're increasing the likelihood that when referrals are

made to community partners, families will follow through. These relationships also help to develop trust between school personnel and parents, leading to reduced truancy, increased parental involvement and improved academic performance.

Pathways to Potential has grown steadily since its beginning. In 2012, Pathways to Potential began in 20 schools in four counties. For the 2021-2022 academic year, Pathways to Potential is currently located in 284 schools in 38 of Michigan's counties.

Funding Allocated to Each School

The funding allocation for Pathways to Potential is solely used for the full-time or part-time staff assigned to Pathways to Potential schools. These staff members are state of Michigan employees (family independence specialists (FIS) or eligibility specialists (ES)) that are employed through local MDHHS offices. The funding for Pathways to Potential is not allocated directly to the schools.

Pathways to Potential School Locations & Number of Staff Allocated to Each School

In the 2021-2022 school year, Pathways to Potential was implemented in 284 schools. There are currently 130 full-time success coach (FIS) positions located in 130 schools and 66 part-time success coach (FIS) positions located in 143 schools. In the schools where the success coaches are part-time, the success coaches are providing coverage to multiple schools. Additionally, 34 schools receive support from a total of 30 eligibility specialist positions. In 12 of these schools, there is no FIS success coach assigned.

Success coach positions by school:

- One full-time success coach (FIS) only: 129 schools

- One full-time success coach (FIS) and one part-time success coach (FIS): 1 school
  (This school is counted in the full-time category and in the part-time category.)

- One part-time success coach (FIS) only: 139 schools

- Two part-time success coaches (FIS): 3 schools

- No part-time or full-time success coach (FIS): 12 schools

- Eligibility specialist support (full-time or part-time): 34 schools

Below is a chart providing the county and name of each Pathways to Potential school, as well as the number of full-time and part-time success coach (FIS) and eligibiltiy specialist (ES) positions assigned to the school. Schools that do not have a success coach (FIS) position assigned are indicated with an asterisk after the school name.

County	Pathways to Potential School	Full-time success coach (FIS) positions	Part-time success coach (FIS) positions	Full-time ES positions	Part-time ES positions
Allegan	L.E. White Middle School	1	–	–	–
Allegan	Robert D. Brandon Elementary School	1	–	–	–
Arenac	Au Gres-Sims Elementary School	–	1	–	–
Arenac	Au Gres-Sims High School	–	1	–	–
Arenac	Au Gres-Sims Middle School	–	1	–	–
Bay	Bangor Central School	–	1	–	–
Bay	Bangor Lincoln School	–	1	–	–
Bay	MacGregor Elementary School	1	–	–	–
Bay	Washington Elementary School	1	–	–	–
Calhoun	Ann J. Kellogg School	1	–	–	–
Clare	Clare Primary School	1	–	–	–
Clare	Farwell Elementary School	1	–	–	–
Clare	Robert M. Larson Elementary School	1	–	–	–
Genesee	Brownell STEM Academy	–	1	–	–
Genesee	Doyle/Ryder School	–	1	–	–
Genesee	Durant Tuuri Mott School	–	1	–	–
Genesee	Educare	1	–	–	–
Genesee	Eisenhower School	–	1	–	–
Genesee	Freeman School	–	1	–	–
Genesee	Holmes STEM Middle School Academy	–	1	–	–
Genesee	Neithercut Elementary School	1	–	–	–
Genesee	Potter School	–	1	–	–
Genesee	Southwestern Classical Academy	–	1	–	–
Genesee	Summerfield Head Start	1	–	–	–
Gladwin	Beaverton Elementary School	1	–	–	–
Gladwin	Gladwin Elementary School	–	1	–	–
Gladwin	Gladwin Intermediate School	–	1	–	–

Gogebic	Luther L. Wright K-12 School	–	1	–	–
Gogebic	Washington School	–	1	–	–
Gogebic	Watersmeet Township School	–	1	–	–
Hillsdale	Davis Middle School	–	1	–	–
Hillsdale	Gier Elementary School	–	1	–	–
Huron	Ascent High School	–	1	–	–
Huron	Bad Axe Elementary School	–	1	–	–
Huron	Bad Axe High School	–	1	–	–
Huron	Bad Axe Middle School	–	1	–	–
Huron	Harbor Beach Community High School	–	1	–	–
Huron	Harbor Beach Elementary School	–	1	–	–
Huron	Harbor Beach Middle School	–	1	–	–
Ingham	Dwight Rich School of the Arts*	–	–	1	–
Ingham	Gier Park School	1	–	–	–
Jackson	Cascades Elementary School	1	–	–	–
Jackson	East Jackson Elementary	1	–	–	–
Jackson	Fourth Street Learning Center	–	1	–	–
Jackson	Hunt Elementary School	1	–	–	–
Jackson	Middle School at Parkside	–	1	–	–
Jackson	Northeast Elementary School	1	–	–	–
Jackson	Northwest Early Elementary School	1	–	–	–
Jackson	Northwest Elementary School	1	–	–	–
Kalamazoo	Comstock Compass High School	1	–	–	–
Kalamazoo	Comstock Elementary School	1	–	–	–
Kalamazoo	Comstock High School	1	–	–	–
Kalamazoo	Comstock Middle School	1	–	–	–
Kalamazoo	Edison Environmental Science Academy	1	–	–	–
Kalamazoo	Galesburg-Augusta High School	1	–	–	–
Kalamazoo	Kalamazoo Covenant Academy	1	–	–	–
Kalamazoo	Lincoln International Studies School	1	–	–	–
Kalamazoo	Northeastern Elementary School	1	–	–	–

Kalamazoo	Parchment North Elementary School	–	1	–	–
Kalamazoo	Parchment Northwood Elementary School	–	1	–	–
Kalamazoo	Spring Valley Center for Exploration	1	–	–	–
Kalamazoo	Woodward School for Technology and Research	1	–	–	–
Kalkaska	Birch Street Elementary School	1	–	–	–
Kent	Alpine Elementary School	1	–	–	–
Kent	Bowen Elementary	–	1	–	–
Kent	Burton Elementary	1	–	–	–
Kent	Campus Elementary	1	–	–	–
Kent	Cedar Trails Elementary School	1	–	–	–
Kent	Cesar E. Chavez Elementary	1	–	–	–
Kent	Coit Creative Arts Academy	1	–	–	–
Kent	Dickinson Academy	1	–	–	–
Kent	Glenwood Elementary	–	1	–	–
Kent	Godfrey Elementary School	–	1	–	–
Kent	Godfrey-Lee Early Childhood Center	–	1	1	–
Kent	Godwin Heights Middle School	1	–	–	–
Kent	Harrison Park Academy	1	–	–	–
Kent	Martin Luther King Leadership Academy	1	–	–	–
Kent	Meadowlawn Elementary	–	1	–	–
Kent	Sibley School	1	–	–	–
Kent	Stocking Elementary	1	–	–	–
Kent	Townline Elementary	–	1	–	–
Kent	West Elementary School	1	–	–	–
Kent	West Godwin Elementary School	1	–	–	–
Lake	Baldwin Elementary School	1	–	–	–
Lapeer	North Branch Elementary School	–	1	–	–
Lapeer	Ruth Fox Middle School	–	1	–	–
Livingston	Challenger Elementary School*	–	–	1	–
Livingston	Country Elementary School	–	1	–	–

Livingston	Farley Hill Elementary School	–	1	–	–
Livingston	Navigator Upper Elementary School*	–	–	–	1
Livingston	Pathfinder School*	–	–	–	1
Livingston	Southwest Elementary School*	–	–	1	–
Livingston	Three Fires Elementary*	–	–	1	–
Macomb	Clintondale Middle School*	–	–	1	1
Macomb	Lincoln Elementary School	–	1	–	–
Macomb	Lincoln High School	1	1	–	–
Macomb	Lincoln Middle School	–	2	–	–
Macomb	Marjorie Carlson Elementary School*	–	–	–	1
Macomb	McKinley Elementary School*	–	–	1	–
Macomb	Mount Clemens High School	–	1	–	1
Macomb	Mount Clemens Middle School	–	1	–	1
Macomb	Seminole Academy	–	1	–	1
Marquette	Birchview School*	–	–	–	1
Marquette	Ishpeming High School*	–	–	–	1
Marquette	Ishpeming Middle School*	–	–	–	1
Marquette	North Star Montessori Academy	1	–	–	–
Mason	Mason County Central High School	–	1	–	–
Mason	Mason County Eastern Elementary School	–	1	–	–
Mason	O.J. DeJonge Middle School	1	–	–	–
Mecosta	Morley Stanwood Elementary School	1	–	–	–
Midland	Central Park Elementary	1	–	–	–
Midland	Coleman Elementary School	–	1	–	–
Midland	Coleman Junior/Senior High School	–	1	–	–
Midland	Floyd School	–	1	–	–
Midland	Meridian Elementary School	–	1	–	–
Missaukee	Lake City High School	–	1	–	–
Missaukee	Lake City Middle School	–	1	–	–
Muskegon	Beechnau Elementary School	–	1	1	–
Muskegon	Bunker Elementary	1	–	2	–

Muskegon	Cardinal Elementary	1	–	1	–
Muskegon	Dr. Martin Luther King Academy	1	–	1	–
Muskegon	Fruitport Middle School	1	–	1	–
Muskegon	Holton Elementary School	1	–	–	–
Muskegon	Marquette Elementary School	1	–	1	–
Muskegon	Mona Shores High School	–	1	1	–
Muskegon	Moon Elementary School	1	–	1	–
Muskegon	Nellie B. Chisholm Middle School	–	1	1	–
Muskegon	North Muskegon Elementary School	–	1	–	–
Muskegon	Oakridge Lower Elementary School	–	1	2*	–
Muskegon	Oakview Elementary School	1	–	1	–
Muskegon	Orchard View Early Elementary	1	–	1	–
Muskegon	Reeths-Puffer Elementary School	–	1	–	1
Muskegon	Reeths-Puffer High School	–	1	1	–
Muskegon	Reeths-Puffer Intermediate School	–	1	–	1
Muskegon	Reeths-Puffer Middle School	–	1	1	–
Muskegon	Ross Park Elementary School	–	1	1	–
Muskegon	Three Oaks Public School Academy	1	–	–	–
Muskegon	Whitehall Ealy Elementary School	–	1	1	–
Newaygo	Pathfinder Elementary School	1	–	–	–
Newaygo	Patricia St. Clair Elementary School	1	–	–	–
Oakland	Alcott School	–	1	–	–
Oakland	Ferndale Early Childhood Center	–	1	–	–
Oakland	Hazel Park Junior High School	–	1	–	–
Oakland	Herrington School	1	–	–	–
Oakland	Hoover Elementary School	–	1	–	–
Oakland	International Technology Academy	–	2	–	–
Oakland	Kennedy Center	–	1	–	–
Oakland	Owen Elementary School	–	1	–	–
Oakland	Pepper Elementary School	–	1	–	–
Oakland	Pontiac Academy for Excellence	1	–	–	–
Oakland	Pontiac High School	1	–	–	–

Oakland	Pontiac Middle School	–	2	–	–
Oakland	Rogers School	–	1	–	–
Oakland	United Oaks Elementary School	–	1	–	–
Oakland	University High School	–	1	–	–
Oakland	Webb Elementary School	–	1	–	–
Oakland	Whitman Elementary School	1	–	–	–
Ontonagon	Ewen-Trout Creek Consolidated School	–	1	–	–
Osceola	Evart Elementary School	1	–	–	–
Ottawa	Great Lakes Elementary School	1	–	–	–
Ottawa	Holland Heights	1	–	–	–
Ottawa	Pine Creek Elementary School	1	–	–	–
Ottawa	Woodside Elementary School	1	–	–	–
Roscommon	Charlton Heston Academy	1	–	–	–
Saginaw	Arthur Eddy Academy	–	1	–	–
Saginaw	Chester F. Miller School	–	1	–	–
Saginaw	Herig School	–	1	–	–
Saginaw	Jessie Loomis School	–	1	–	–
Saginaw	Jessie Rouse School	–	1	–	–
Saginaw	Kempton Elementary School	–	1	–	–
Saginaw	Martin G. Atkins Elementary School	1	–	–	–
Saginaw	Merrill Park Elementary School	–	1	–	–
Saginaw	Stone School	–	1	–	–
Saginaw	Thompson Middle School	–	1	–	–
Saginaw	Zilwaukee K-8 School	–	1	–	–
Sanilac	Brown City Elementary School	–	1	–	–
Sanilac	Marlette Elementary	–	1	–	–
Shiawassee	Emerson School	1	–	–	–
St. Clair	Holland Woods Middle School	1	–	–	–
St. Clair	STEAM Academy at Woodrow Wilson Elementary	1	–	–	–
Tuscola	Caro Alternative High School	–	1	–	–
Tuscola	Caro High School	–	1	–	–

Tuscola	Caro Middle School	–	1	–	–
Tuscola	Central School	–	1	–	–
Tuscola	McComb Elementary School	–	1	–	–
Tuscola	Reese Elementary School	–	1	–	–
Tuscola	Reese High School	–	1	–	–
Tuscola	Reese Middle School	–	1	–	–
Tuscola	Schall Elementary School	–	1	–	–
Tuscola	Unionville-Sebewaing Elementary School	–	1	–	–
Tuscola	Unionville-Sebewaing High School	–	1	–	–
Tuscola	Unionville-Sebewaing Middle School	–	1	–	–
Tuscola	Vassar Senior High School	–	1	–	–
Washtenaw	Erickson Elementary	1	–	–	–
Wayne	A.L. Holmes Academy of Blended Learning	–	1	–	–
Wayne	Academy of the Americas at Logan	–	1	–	–
Wayne	Academy of the Americas High School	–	1	–	–
Wayne	Ann Arbor Trail Magnet School	–	1	–	–
Wayne	Bagley Elementary School of Journalism and Technology	–	1	–	–
Wayne	Bennett Elementary School	1	–	–	–
Wayne	Blackwell Institute	–	1	–	–
Wayne	Bow Elementary-Middle School	1	–	–	–
Wayne	Brenda Scott Academy for Theatre Arts	1	–	–	–
Wayne	Brewer Academy	1	–	–	–
Wayne	Bunche Preparatory Academy	1	–	–	–
Wayne	Burns Elementary-Middle School	1	–	–	–
Wayne	Burton International Academy	1	–	–	–
Wayne	Carleton Elementary School	–	1	–	–
Wayne	Carstens Elementary-Middle School	–	1	–	–
Wayne	Carver STEM Academy	1	–	–	–
Wayne	CB Sabbath 6-8 Preparatory Academy	–	1	–	–

Wayne	Charles Wright Academy of Arts and Science	–	1	–	–
Wayne	Cody High School	1	–	–	–
Wayne	Coleman A. Young Elementary School	1	–	–	–
Wayne	Cooke STEM Academy	–	1	–	–
Wayne	Davison Elementary-Middle School	1	–	–	–
Wayne	Denby High School	1	–	–	–
Wayne	Detroit Collegiate Preparatory High School at Northwestern	1	–	–	–
Wayne	Detroit Innovation Academy	–	1	–	–
Wayne	Detroit International Academy for Young Women	–	1	–	–
Wayne	Detroit Leadership Academy High School	–	1	–	–
Wayne	Detroit Leadership Academy K-8	–	1	–	–
Wayne	Detroit Lions Academy	–	1	–	–
Wayne	Dixon Elementary School	1	–	–	–
Wayne	Dossin Elementary-Middle School	1	–	–	–
Wayne	Durfee Elementary-Middle School	–	1	–	–
Wayne	Earhart Elementary-Middle School	1	–	–	–
Wayne	East English Village Preparatory Academy	1	–	–	–
Wayne	Edison Elementary School	–	1	–	–
Wayne	Edward "Duke" Ellington at Beckham	–	1	–	–
Wayne	Emerson Elementary-Middle School	1	–	–	–
Wayne	Fisher Magnet Lower Academy	–	1	–	–
Wayne	Fisher Magnet Upper Academy	–	1	–	–
Wayne	Frederick Douglass Academy for Young Men	–	1	–	–
Wayne	Garvey Academy	1	–	–	–
Wayne	Golightly Education Center	1	–	–	–
Wayne	Gompers Elementary-Middle School	1	–	–	–
Wayne	Greenfield Union Elementary-Middle School	–	1	–	–
Wayne	Harms Elementary School	1	–	–	–

Wayne	Henderson Academy	1	–	–	–
Wayne	Henry Ford High School	1	–	–	–
Wayne	Hutchinson Elementary-Middle School	–	1	–	–
Wayne	J. E. Clark Preparatory Academy	1	–	–	–
Wayne	John R. King Academic and Performing Arts Academy	1	–	–	–
Wayne	Keidan Special Education Center	–	1	–	–
Wayne	Ludington Magnet Middle School	–	1	–	–
Wayne	Mackenzie Elementary-Middle School	1	–	–	–
Wayne	Mann Learning Community	–	1	–	–
Wayne	Marion Law Academy	1	–	–	–
Wayne	Mark Twain Elementary-Middle School	–	1	–	–
Wayne	Marquette Elementary-Middle School	1	–	–	–
Wayne	Martin Luther King Jr. Senior High School	1	–	–	–
Wayne	Mary McLeod Bethune Elementary-Middle School	–	1	–	–
Wayne	Mason Academy	–	1	–	–
Wayne	Maybury Elementary School	1	–	–	–
Wayne	Moses Field Center	–	1	–	–
Wayne	Mumford High School	1	–	–	–
Wayne	Munger Elementary-Middle School	1	–	–	–
Wayne	Neinas Dual Language Learning Academy	1	–	–	–
Wayne	Nichols Elementary-Middle School	1	–	–	–
Wayne	Noble Elementary-Middle School	1	–	–	–
Wayne	Nolan Elementary-Middle School	1	–	–	–
Wayne	Osborn High School	1	–	–	–
Wayne	Palmer Park Preparatory Academy	1	–	–	–
Wayne	Paul Robeson Malcolm X Academy	–	1	–	–
Wayne	Pershing High School	–	1	–	–
Wayne	Priest Elementary-Middle School	1	–	–	–
Wayne	Pulaski Elementary-Middle School	1	–	–	–

Wayne	River Rouge High School	1	–	–	–
Wayne	Roberto Clemente Learning Academy	1	–	–	–
Wayne	Romulus Senior High School	1	–	–	–
Wayne	Ronald Brown Academy	1	–	–	–
Wayne	Sampson-Webber Leadership Academy	–	1	–	–
Wayne	Schulze Academy for Technology and Arts	1	–	–	–
Wayne	Southeastern High School	1	–	–	–
Wayne	The School at Marygrove	1	–	–	–
Wayne	Thirkell Elementary-Middle School	–	1	–	–
Wayne	Thurgood Marshall Elementary School	–	1	–	–
Wayne	Trix Academy	1	–	–	–
Wayne	Turning Point Academy	–	1	–	–
Wayne	Vernor Elementary School	–	1	–	–
Wayne	Wayne Elementary School	1	–	–	–
Wayne	West Side Academy of Information Technology and Cyber Security	1	–	–	–
Wayne	Western International High School	1	–	–	–
Totals		**130 schools**	**143 schools**	**23 schools**	**12 schools**

Note: The totals above include the total number of schools with a full-time or part-time success coach (FIS) and/or eligibility specialist (ES) position assigned, not the total number of FIS success coach and ES worker positions.

* The eligibility specialists for Oakridge Public Schools are stationed in the middle school (an inactive Pathways to Potential school), rather than the lower elementary.

Percentage of Schools that Improved Performance Outcomes

The three outcomes listed in Public Act 87 of 2021 section 809 are to reduce chronic absenteeism, increase graduation rates, and decrease the number of students who repeat grades. This report uses data from Michigan's Center for Educational Performance and Information (CEPI) to measure progress on chronic absenteeism, graduation rates, and grade repeats for the 2020-21 Pathways to Potential schools, as this is the most recent year with CEPI data available for any of these outcomes.

Chronic Absenteeism

This report includes an analysis of CEPI's 2020-21 attendance data for Pathways to Potential schools active that year.

- The overall rate of chronic absenteeism for active Pathways to Potential schools each year decreased by approximately 16 percent from 2019-20 to 2020-21, while the statewide rate decreased by approximately 2 percent in the same time period.

- 54.6 percent of the 2020-21 Pathways to Potential schools reduced chronic absenteeism from 2019-20 to 2020-21.

- 50.7 percent of Pathways to Potential schools reduced chronic absenteeism in the 2020-21 school year from their combined two-year baselines. The baseline years are typically the two school years prior to Pathways to Potential being established in each school, subject to data availability for each building code and data suppression rules followed by the Center for Educational Performance and Information to protect student privacy.

- 23.3 percent of the Pathways to Potential schools active in 2019-20 and 2020-21 did not reduce chronic absenteeism in either year, compared to the previous year. The schools in this group in which Pathways to Potential is still active have been identified for review and follow-up to promote success in reducing chronic absenteeism, along with other schools in which chronic absenteeism rates remain above baseline. 36.2 percent of the Pathways to Potential schools active in 2019-20 and 2020-21 did not reduce chronic absenteeism from their baseline data in either year.

Four schools active in 2020-21 are not included in this analysis because the schools do not report K-12 attendance data to CEPI. For example, early childhood centers do not report K-12 attendance data. Eight other schools active in 2020-21 are not included in one or more of the calculations above because insufficient data is available following data suppression rules to protect student privacy or because their baselines include 2019-20 or 2020-21 data due to data unavailability for an intended baseline year.

Graduation Rates

CEPI uses a cohort method to calculate graduation rates. The cohort includes all students reported as first-time ninth graders at a school, adjusted for transfers in and transfers out. Four-year "on track" graduation rates are used in this report, with students enrolled in early middle college programs included if they graduated with a

high school diploma and "an associate degree, 60 transferable college credits, or other advanced certificate" within five years, according to CEPI's documentation.[1]

As of the date of this analysis, CEPI 2019-20 graduation rates data is the most recent available. This report includes an analysis of this data for the 2020-21 Pathways to Potential schools active in 2019-20.

- The overall graduation rate for the 2020-21 Pathways to Potential schools active in each of the previous years decreased by approximately 4-5 percent from 2018-19 to 2019-20, while the statewide rate increased by approximately 1 percent from 2018-19 to 2019-20.

- 36.2 percent of the 2020-21 Pathways to Potential schools active in 2019-20 increased graduation rates from 2018-19 to 2019-20.

- 53.2 percent of the 2020-21 Pathways to Potential schools active in 2019-20 increased graduation rates from their combined two-year baselines to their 2019-20 data. The baseline years are typically the two school years prior to Pathways to Potential being established in each school, subject to data availability for each building code and data suppression rules followed by the Center for Educational Performance and Information to protect student privacy.

- 23.3 percent of the 2020-21 Pathways to Potential schools active in 2018-19 and 2019-20 did not increase graduation rates in either year, compared to the previous year. The schools in this group in which Pathways to Potential is still active have been identified for review and follow-up to promote success in increasing graduation rates, along with other schools in which graduation rates remain below baseline. 31.7 percent of the 2020-21 Pathways to Potential schools active in 2018-19 and 2019-20 did not increase graduation rates from baseline in either year.

One school active in 2020-21 is not included in the graduation rates analysis because the school does not report to CEPI as a separate entity. Another school active in 2020-21 is not included in this analysis because it is a relatively new school that is not yet listed in the graduation rates reports available from CEPI. Three other schools active in 2020-21 are not included in one or more of the calculations above because they do not have prior year data available or because their baselines include 2018-19 data due to data unavailability for an intended baseline year.

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[1] Michigan's Center for Educational Performance and Information, *Graduation/Dropout Rate, About this Report, Overview*. https://www.mischooldata.org/graddropout-rate/ (accessed January 31, 2022).

Grade Repeats

CEPI's annual retained in grade reports include students each fall who were retained in grade from the previous year. This analysis uses CEPI's 2020-21 retained in grade report for Pathways to Potential schools active in 2019-20 and CEPI's 2019-20 retained in grade report for Pathways to Potential schools active in 2018-19, as these reports include students retained from the 2019-20 school year and the 2018-19 school year, respectively.

As of the date of this analysis, CEPI 2020-21 grade repeats data reflecting students retained from 2019-20 is the most recent available. This report includes an analysis of this data for the 2020-21 Pathways to Potential schools active in 2019-20, as a CEPI report including students retained from 2020-21 has not yet been released.

- The overall grade retention rate for the 2020-21 Pathways to Potential schools active in each of the previous years decreased by approximately 23 percent, comparing the 2019-20 retained in grade report to the 2020-21 retained in grade report, while the statewide rate decreased by approximately 15 percent from 2019-20 to 2020-21.

- 65.1 percent of the 2020-21 Pathways to Potential schools active in 2019-20 decreased the rate of grade repeats from their 2019-20 data to their 2020-21 data. An additional 4.6 percent of the 2020-21 Pathways to Potential schools maintained grade repeats rates of 0 percent from 2019-20 to 2020-21.

- 64.9 percent of the 2020-21 Pathways to Potential schools active in 2019-20 decreased the rate of grade repeats from their combined two-year baselines to their 2020-21 data. An additional 1.8 percent of the 2020-21 Pathways to Potential schools maintained grade repeats rates of 0 percent when comparing their combined two-year baselines to their 2020-21 data. The baseline years typically include the year Pathways to Potential was established in the school as well as the prior year, subject to data availability for each building code and data suppression rules followed by the Center for Educational Performance and Information to protect student privacy, as each year's data reflects students retained from the previous year.

- 11.6 percent of the 2020-21 Pathways to Potential schools active in 2018-19 and 2019-20 did not reduce grade repeats rates or maintain them at 0 percent in their 2019-20 or 2020-21 data, compared to the previous year. The schools in this group in which Pathways to Potential is still active have been identified for review and follow-up to promote success in reducing grade repeats, along with other schools in which grade repeats rates remain above baseline. 25.8 percent of the 2020-21 Pathways to Potential schools active in 2018-19 and 2019-20 did not

reduce grade repeats rates from baseline or maintain them at 0 percent in their 2019-20 or 2020-21 data.

- Approximately 29.8 percent of retentions in the 2020-21 Pathways to Potential schools active in 2019-20 were for planned, two-year kindergarten programs, compared with approximately 25.4 percent statewide on CEPI's 2020-21 report.

Three Pathways to Potential schools active in 2020-21 are not included in this historical analysis because they were not active in 2019-20. Four additional schools are not included because the school does not report K-12 grade level data to CEPI, for example, early childhood centers. Two other schools are not included in one or more of the calculations above because their baselines include 2020-21 data due to data unavailability for an intended baseline year.

To measure the outcomes of the program more effectively, MDHHS is pursuing a data agreement with CEPI that would allow data to be gathered specific to the students with whom Pathways to Potential success coaches log interactions. The data analyses for attendance, graduation rates, and grade repeats that are shared in this report account for all students reported in each school regardless of whether there was any contact with the Pathways to Potential program.

Data Notes

- The attendance, graduation rates, and grade repeats calculations in this report include schools in which Pathways to Potential was active each year, with sufficient data available. This includes schools in which Pathways to Potential was implemented prior to March 1 that school year and schools in which Pathways to Potential later became inactive if the inactive dates were on or after January 1 that school year, with an exception due to staffing/vacancy after implementation at one school. Unique entity codes, assigned by CEPI, have been used to track schools and their data across time, with new Pathways to Potential entity codes considered new sites for data comparisons.

- If data regarding an outcome is not available for an intended baseline year, the next two years with data available have been used for the baseline.

- For the grade repeats data, the percentages retained include all students indicated as having been retained in grade by school, although varying percentages of these students were at different schools in the previous year.

- Total student counts are not included on CEPI's retained in grade reports for school years prior to 2013-14. The total student counts for the 2011-12 and 2012-13 school years used as baseline years for some schools in this report are taken from CEPI's fall K-12 student enrollment count data, which may lead to

somewhat different percentages retained for these years than if the total student counts were available using the same methods as on the retained in grade reports for later years. Additionally, changes to CEPI's retained in grade reports for school years 2013-14 and after may contribute to differences in the calculation of the numbers retained by school, when compared to 2011-12 and 2012-13 data.

- High school students participating in early middle college programs are considered "on-track" if they meet program requirements and graduate within 5 years. In CEPI's retained in grade reports for 2013-14 through 2019-20, these students are counted as retained if they were reported in the same grade 9-12 more than once; however, this was modified starting with CEPI's 2020-21 report to allow two years in grade 12 (five years total) without being considered retained.[2] This change may contribute to differences in the percentages retained on CEPI's 2020-21 report when compared to prior year data.

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[2] Michigan's Center for Educational Performance and Information, *Retained in Grade, About this Report, About the Data*. https://www.mischooldata.org/retained-in-grade/ (accessed February 1, 2022).